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ABSTRACT

This study explored the moral features of mentoring that emerged when mentors in the Arc Mentoring Program (AMP) worked with new teachers in a challenging, high needs urban context. The AMP is committed to retaining new teachers, supporting their professional growth, and acting as a catalyst for enhancing the school's professional culture. AMP mentors are available to teachers 3.5 days per week in their schools. Researchers collected qualitative data over 16 months, using observation, focus group interviews with all AMP mentors, individual interviews with 3 AMP mentors, an ethnographic report, and analysis of AMP documents. Three assertions emerged during data analysis. The first recognized how context influenced the curricular, relational, and political choices that mentors made in working with new teachers. The second highlighted the shared responsibility mentors felt for new teacher success and the differing conceptions of success and survival held by those teaching in urban schools. The third described the moral and intellectual features of mentoring within the AMP as fused in both the means and ends of mentoring. Appended are: Core Beliefs of AMP Mentors, AMP Program Goals, Arc Mentoring Program Shared Practices, and General Conditions of the AMP. (Contains 11 references.) (SM)

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Moral Features of Mentoring in an Urban Context

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A great deal of attention from the academy as well as the political arena has been given to the mentoring of novice teachers during the last two decades. Arising from the literature are conceptions of mentors as experienced practitioners guiding the development of an inexperienced one (Goldsberry 1998) and a view of mentoring as assisted performance which entails the mentor teacher supporting and guiding the mentee as they jointly work on authentic teaching tasks (Feiman-Nemser and Beasley, 1996). Zimpher and Grossman (1992) focus on both skill and care as they conceive a mentor as "a master of the craft of teaching and personable in dealing with other teachers: an empathetic individual who understands the need for a mentorship role" (p. 145). The current political climate is also ripe for conversations about mentoring and study of mentoring practices. The *Seven Priorities of the U.S. Department of Education* (1997) calls for special mentoring efforts designed to retain beginning teachers in their first few years of their professional career. Additionally, over 30 states have now mandated some type of support for mentoring beginning teachers.

The escalation of mandated mentoring by the states requires many districts to provide mentoring to new teachers. This mentoring often comes in the form of sharing teaching expertise and familiarizing the new teacher with well-defined district curriculum. To anyone who has been a mentor, the focus on technical aspects of teaching may seem like only a slice of the roles mentors' assume in working with new teachers. Recently, Alan Tom and I (in press) suggest that like teaching, mentoring is a highly moral endeavor that goes beyond the technical components of teaching and that to date, the moral basis of mentoring remains largely latent. Drawing on data collected in a suburban Professional Development School, we outlined three moral imperatives that undergird meaningful mentoring: embracing a moral stance regarding why one mentors, creating a moral context (in what "psychic and relational space" does one mentor), and engaging in a pedagogy of the moral (how one mentors). When clustered together these three ideas help to identify a framework for the moral basis of mentoring. Similarly, Tom (personal communication) identified the potential relevance of the curricular, political, and relational professional decisions and actions that mentors make as they work with new teachers. Each of these dimensions of teaching may be rooted in a moral base.

To date, few studies have explored the moral nature of mentoring and how mentoring might vary or remain the same in the moral domain across differing contexts. Are the moral aspects of mentoring largely independent or dependent on a particular learning to teach context? In an effort to begin a conversation around this question, this study explores the moral features of mentoring that emerge when a unique group of mentors- AMP (Arc Mentoring Program) Mentors- work with new teachers in a challenging urban context. The urban schools where these AMP mentors work are beset by problems including a lack of financial resources due to a decreasing tax base leading to a dearth of resources and aging facilities, struggling students, urban poverty and concomitant mobility, overcrowded schools, as well as increased state and federal pressure for an immediate rise in standardized test scores. Compounding these issues is the fact that these schools experience difficulties recruiting and retaining new teachers. The AMP mentoring program takes on all of these problems by committing human resources to retaining new teachers and improving the quality and experience of teaching in urban schools. Specifically, the AMP program is committed to retaining new teachers, supporting new teacher professional growth, and acting as a catalyst for enhancing a school's professional culture.

Description of the AMP

The AMP is an urban mentoring program that provides full-time mentors in high need urban schools. AMP offers these schools a package of support consisting of assistance with hiring and mentoring new teachers as well as support in establishing a collaborative school culture. The AMP works in the city's highest need schools based on the following guidelines: 1) Reconstitution-eligible status; 2) High new teacher attrition; and 3) 50% or more of the student population receiving free or reduced meals, and 4) a high absolute number of first- and second-year teachers, generally at least 10.

AMP mentors are available to teachers three and a half days each week in their schools. Mentors work primarily with first- and second-year teachers in an attempt to "grow" a supply of excellent teachers in a time of vast teacher shortages. A mentor's job can take many forms, and the range of activities in which they engage is enormous. It includes but is not limited to the

observation and collaborative study of new teachers' practice, preparing materials for and with teachers, assisting new teachers with their performance evaluations, and helping teachers to access technology successfully. Appendices A through C detail the goals, shared practices, and general conditions of this unique AMP. In short, mentors do whatever they can to support new teachers.

Methodology

This exploratory study employed a descriptive case study methodology as presented by Merriam (1988). The unit of analysis was mentors who worked within a progressive mentoring program in a large city located in the northeastern United States. This program prides itself on the stance it takes toward professional growth and the intensity of support offered to their new teachers. This mentor program was selected using a "unique case selection" procedure that encourages participants to be selected based on a unique attribute (Goetz and LeCompte, 1984). This program is unique in that: 1) the mentors' work grows out of a set of core beliefs that envision mentoring as more than a technical enterprise (Appendices A-C), 2) the mentors' work in the most challenging urban schools, and 3) the mentors are committed to both supporting new teachers as well as creating a collaborative school culture.

The methods employed for this study were interpretive (Erickson, 1986) in that they involved the collection and interpretation of qualitative data over a sixteen month period. Data was collected through observation, focus group interviews of all AMP mentors, three in-depth individual AMP mentor interviews, a separate ethnographic report prepared by another field researcher who has studied AMP over a 12 month period, and an analysis of collected AMP program documents. The techniques used to enhance the quality of the analysis and ensure trustworthiness of the study include source triangulation, analyst triangulation, and member checks.

Data analysis began with many readings of the data to identify- curricular, relational, and political- moral underpinnings evidenced by the AMP mentors. These three areas provided a

framework for describing and analyzing the moral basis- the actions and choices- inherent in mentoring. In the *curricular dimension*, the moral emerges as the mentor explains the following types of issues: "What is the curriculum of mentoring?", "What is it that one intends to develop in a new teacher as they mentor?", and "What pedagogical strategies should a mentor use to develop the potential of a mentee?" Similarly, the moral in mentoring exists in a *relational dimension* as well as a mentor decides, "What kind of relationship should I have with my mentor?", "Should I be a parent figure, a challenger, a cheerleader?", "What should the context where teachers teach look and feel like?", and "How do I build trust?" Finally, mentoring becomes a moral endeavor as mentors consider the *political dimension*. They may ask, "What is the purpose of schooling?", "What should schools look like and feel like?", "Are schools just places for students, teachers, administrators, and parents?", "What is my role in helping a new teacher deal with injustice?" and What is my commitment to making schools more humane places for all stakeholders to be?" Following a search for these three dimensions, I began looking across these three dimensions and observed the interconnectedness of the curricular, relational, and political domains resulting in the identification of three assertions.

The remaining sections of this paper will present an analysis of the work of AMP mentors that captures the moral aspects of mentoring in an urban context. Additionally, questions and implications about the moral basis of mentoring that surface within this analysis are raised and discussed. In writing this manuscript, I have to the greatest extent possible elected to use the stories and words of these mentors rather than substitute my own. I do so with the highest respect and hope the readers will assume this same stance as they read and interpret the stories shared as well.

Findings

Three assertions emerged in the analysis of the data. The first assertion recognizes how context influences the curricular, relational, and political choices that a mentor must make in working with new teachers. The second assertion highlights the shared responsibility mentors feel for new teacher success and the differing conceptions of success and survival held by those who teach in an urban context. The third assertion describes the moral and intellectual features of mentoring within the AMP as fused in both the means and the ends of mentoring.

Assertion One: The curricular, relational, and political choices mentors make are necessarily related to each other and influenced by the individual school context.

Although my initial analysis attempted to separate the political, curricular, and relational dimensions of mentoring, the rich stories found in the data quickly highlighted their interconnectedness. The interconnected nature of the moral dimensions should not be surprising since the AMP's explicit goals reflect each of the three dimensions. First, *relational* elements of the AMP include the following:

> AMP tries to integrate new educators into the social system of the school, the district and the community.
>
> AMP tries to provide professional development and support for teacher mentors.

AMP mentors are committed to providing relational support to new teachers particularly because teacher attrition is high and the school conditions are difficult. The conditions faced by new teachers in AMP schools are characterized in the following mentor comments:

> The kids are meaner than educated people.
>
> Administrators say that they are accepting of teacher errors but they're not.
>
> Schools are not safe places to be.
>
> People want to have the better classrooms, better portfolios…

The AMP mentors believe the relational component of mentoring committed to care and support is central to supporting new teachers in these most challenging contexts.

Second, because the urban context is filled with challenges and the acts of teaching are so complex, the AMP goals advocate the following *curricular* approach:

> To build on previous preparation, knowledge, skills, and experience in order to increase instructional competence.

This goal connects to respecting what the new teacher brings to the "learning to teach table."

> To provide instructional and interpersonal support that encourages new educators to analyze and reflect upon their teaching, and to build a foundation for the continued study of teaching.

This goal emphasizes the AMP understanding that teachers need to engage in the intellectual acts of reflection in order to develop a strong instructional practice. These AMP mentors recognize the complexity of teaching in an urban context and believe that only by helping new teachers develop the skills necessary to improve their own teaching and learn from interaction with their students will they survive in the classroom. The need to assume a reflective rather than technical professional development stance for new teachers is echoed in the following new teacher's reflection.

> You have to throw a lot of the traditional stuff out the window because as far as I know, no one has done research that offers us the perfect solution to the cases that we face each day. You know what I mean… no one can tell you exactly what to do with a child who is acting a certain way or the right thing to do with a child who was sexually abused last night, lives with his Aunt, just lost his father, and has left his notebook at the babysitter's house.

Similarly, the type of complexity of teaching in these challenging schools emerges as mentees consider almost every aspect of their teaching.

Third, and perhaps somewhat unique to the AMP is the goal that advocates a particular *political* agenda. This political agenda is tied to their underlying commitment to mentor new teachers in the city's highest need schools. The program states:

> To provide mentoring contexts that build capacity at the school targeted at creating a collaborative school culture. Stabilization of the faculty is the first step in this process. We want to grow a supply of teachers and create a culture of collaboration and professional inquiry within the school that will reduce teacher attrition.

Throughout the AMP conversations, there is an underlying tone and commitment to issues of social justice. As a result, the AMP seeks to provide low performing schools that have previously been unable to attract and retain qualified teachers with dedicated and well-trained teachers. This politically based commitment to growing a collaborative community of teachers in low performing schools is an implicit moral choice made by the first cohort of AMP mentors.

These three dimensions of mentoring- political, curricular, and relational- are not independent. Rather, they manifest themselves in highly interconnected and organic ways. By capturing the challenges faced by three of the AMP mentors, the interconnection and individuality of mentoring in this context becomes clearer. The following three snapshots of mentor work offer insight into the organic nature and moral roots of their work.

Theresa, an African American mentor who has spent five years in an urban classroom, believes one of her greatest challenges is mentoring new teachers who are unwilling or unable to attend to issues of race and class in their classrooms. Theresa's mentoring is highly influenced by her personal commitment to teaching all children.

> As a mentor, I want my teachers to see my passion for teaching all of these children. I was very serious about my teaching and they need to see teaching as a profession, not a game. Knowing how strongly I feel about it hopeful will rub off on them and if they don't feel that

way, we can work on how to get them to that point. But if they aren't passionate about teaching these children then I can't make someone love teaching.

As a result of her own commitment, Theresa struggles to help new teachers attend to the needs of low SES children in particular.

> First, I want them to make sure this is what they really want to do. Evaluate yourself and see if you are really dedicated to teaching and to teaching *these* children, because if you are not, then you are going to have a hard time. Some of the teachers admit that they did not want to teach in this school. The teachers that struggle are those who didn't want to teach in an area where there was a high rate of poverty. They wanted a school that was a little bit cleaner or smaller. They need to know that if you want to teach in the city you will most likely be teaching African American children who are poor . They may not live with their parents. Their parents may be on drugs. They may not eat in the morning. They may go to sleep late. Know what that means and what that brings to the classroom. So when you say sit down and they don't sit down, be willing to find out what is causing them to not sit down when you say that. New teachers are afraid to take the time because of the time it takes. That is one thing I try to teach my mentees. Sometimes you have "to stray" [from the system requirements/curriculum] to find out what is going on in your class. Because you are not going to teach until these basic needs get sorted out. I use to stop everything and say, "We have to have a classroom meeting, what is happening." And the children can tell you. I believe some teachers are afraid to hear what is going on. One of the things I try to encourage my mentees to do is to go on home visits... I took one of my mentees on a home visit. He was shocked to see on one side of the boy's home there was an abandoned building and on the other side there were teenage boys who were visibly selling drugs or doing something illegal, and all the other houses were boarded up on the street. He was like, now I

understand. We went to five houses that day and he learned something from all of them. This was the one boy that was giving him the most problems. He began to understand why he was causing the problems and now knew the reasons why he was looking for so much attention in school was because he was not getting it at home.

Out of her political commitment to teaching all children, Theresa develops relationships with her mentees that take them not only into the community but into her heart as well. This same political commitment also influences the curriculum content of her mentoring and the pedagogy that she chooses to use as she mentors. Each of these dimensions- curricula, political, and relational- have moral underpinnings that grow out of commitment to these children and Theresa's story leads us to wonder "What does a mentor do when a new teacher doesn't value diversity and/or recognize injustice?"

Winona also mentors out of a political commitment to her work. However, her commitment comes from her interest in helping new teachers develop their own professional practice based on reflection. She believes that reflective practice helps new teachers thrive in the complexity of the urban school.

I felt I had a really good handle on what the problems were in city education and I was not going to leave them. We kept talking about what teachers need. We would sit down at lunchtime and they [new teachers] would just vent, they would talk and I would listen. That's what it looked like. Some people said what am I going to do next or how can I change this. I would ask what it was I could do for them or with them. The support came from listening to them, from helping them in their job and giving them the feedback they asked for. As the relationship grew and I came back more often. They seemed to ask questions that might even be more directive to their practice but it never started that way at the beginning.

In this case, Winona's political commitment is to a particular mentor curricular approach that she believes respectfully supports new teachers who work within these most challenging contexts. However, as indicated in the excerpt above, as a result of this political commitment to new teachers having a strong voice in developing their professional practice, Winona's mentoring rests on a relational component. She believes the relational component is a prerequisite for the important professional dialogue that must follow. Winona sees these new teachers as fish that are having to swim upstream from the day they enter the schools because of the types of support they are typically offered:

> One of the bigger frustrations was the administrator or the master teachers telling them what to do. They couldn't do all those things as well as get their class under control and be sane. They were giving the new teacher prescription. It just wasn't what was needed at that point. It was sort of like taking a prescription for a cold when you had a broken leg- fixing the wrong thing, and really, what needed to be fixed was the sense of not being up there alone.

Winona's political commitment to supporting new teachers who are often mistreated, intentionally or unintentionally, does not begin with prescriptive curriculum. Rather, her mentoring curriculum begins by emphasizing the relational component of mentoring. She listens carefully to the needs of the teacher and builds a professional dialogue around the issues of teaching and learning with that new teacher. She believes that it is the most humane response that she can give a teacher. Winona's approach to mentoring may lead us to wonder, "How does one mentor within a *prescriptive* student curriculum or mentoring curriculum?"

Wesley's mentoring emerges out of his own political commitment to making schools safe places to be. As a result of many years of teaching in an urban context, Wesley believes that both children and teachers deserve to learn and work within a supportive learning community. As a mentor, he has most recently felt the need to move beyond encouraging new teacher instructional

change to acting as a catalyst for whole school reform. As mentioned, this focus on the school is a function unique to the AMP. Wesley shares his story:

> The school this year is entirely different than last year. The new principal came in and people weren't sure what was going to happen. Well nothing is going to happen, he shares no vision... There is no action at all, the school became very unsafe, very chaotic, the halls are not clear this year, teachers want to quit, and some teachers have quit already. The principal will be retiring in a couple of years and everybody has the perception that he is just here to finish out his career and he has no plan to go ahead and do something to correct this school. That is where I came in. I am now "mentoring" the eighth grade principal to help her out with her situation. I am "mentoring" the school principal to help put together a roundtable discussion of teachers and administrators in the school [to get conversation started about the challenges the school is facing].
>
> Today when I got into school, two teachers who had been invited to the meeting said they wanted the other teachers to give them their thoughts on ways to improve the school. So what was a high degree of malaise is now starting to show some energy. It has been slow doing it. You just can't go into the principal's office and say "Look, this is what you need to do." So, I have had to get him to trust me and what I am doing.
>
> It has a downside to it. Some people think I am trying to run the school and I am really not. ...I just want to make sure that equity and excellence for programs, students, and teachers are assured and that it doesn't become a tracking model. Students need to be able to grow and move on to a different ability group.
>
> It hasn't been easy. It has made my work in the classroom more difficult, because I can't concentrate on helping the teachers learn how to teach. I have spent a lot of time this year on hall patrol. Trying to keep kids in order. I go in the classroom and I help teachers by taking

small groups because the classes are unruly and working with a group while the other teacher working with a group more can get done. So my heavy involvement at the school level has had a down side but there is just so much wrong with the school this year I just can't stand by and watch it deteriorate. It is not the same school.

Once again, the curricular, political, and relational elements of mentoring are present in this snapshot. Wesley's mentoring curriculum is heavily influenced by his political commitment to changing school culture and this commitment is also changing his relationships with teachers, principals, and students. This may lead us to ask what are the risks and possibilities for mentors engaging in building level politics and an agenda of reform?

Assertion Two: Mentors in this urban context share responsibility for both new teacher survival and success. They also recognize the difference between the two and the necessity of both.

The issue of responsibility to others is rooted in the moral. The AMP mentors make a moral choice to share but not assume responsibility for new teacher success and survival. Mentors and new teachers in the AMP recognize that being successful and surviving are distinct outcomes that complicate both teaching and mentoring. This distinction is evidenced in the following comment from a new teacher:

> Survival and success are two different things. Survival means that you are pleasing the system and abiding by the many expectations that are important to the administration. Succeeding is the important part but it is very different. Succeeding is about the kids learning.

The mentors echo this concern as they share their thoughts about helping new teachers survive:

> I just want to help my teachers survive.
>
> My main goal is to walk the line that lets me help my new teachers. Lets me stay within the program, and still not get thrown out of the school.
>
> I want to help teachers deal with all the changes going on.

I just want to help new teachers hang in there for the rest of the year.

In fact, as these mentors work, their initial priority focuses on protecting and growing a crop of new teachers who can survive the context.

Drawing from an independent ethnographic analysis of the AMP, two metaphors emerge that shed light on the importance of survival and success.

> The first is a military metaphor with an accent on helping teachers in the trenches, going to battle for them, etc… The other is familial, with talk of mothering mentees, being away from your babies, etc…The military metaphor presupposes an enemy, someone who is in the way of change, while the familial suggests a kin group engaged in common growth. Both ideas are clearly present in the AMP, each with its own consequences for cultural change.

In this case, the military metaphor connects to the idea of survival and the familial metaphor recognizes the importance of nurturing growth for successful work with students. This context served by the AMP requires mentors to not only help new teachers survive the "Battle" but also provides a "Family of Support" that nurtures new teachers toward a strong professional practice.

Winona describes the way she views her responsibility for new teachers and suggests the moral underpinnings that influence her choice of this stance toward mentoring:

> They (new teachers) are ultimately responsible for their own success and survival. My biggest challenge is to put the responsibility of the job in front of them and have them take it. They need to start questioning and become the reflective practitioner if they are going to be successful. I need to get them to the point where they want responsibility for their job.

Winona's reflections provide insight into the moral basis she draws on as she helps her new teachers deal with issues of survival and success.

> You mentioned my passion. That is a good thing for me to have and I think that the new teachers see that passion really helps. Passion overpowers the despair. This is a despairing

place. If you have a passion then despair doesn't take you apart. In fact, it maybe just feeds the passion. I feel that sharing this passion is a responsibility bigger than my job. It is a human responsibility. I can't give them passion. I can only show it to them. The responsibility of my job is to give the teachers the respect that encourages them to take on the profession for themselves.

Winona's reflections highlight the shared responsibility she feels for new teacher success and her belief that passion for the context and work can help new teachers with both survival and success.

Theresa, a new mentor within the AMP, suggests that in order for her mentee to survive and succeed within this context, her mentoring of new teachers requires a shared commitment on the part of the mentee.

In the beginning of this experience I felt very responsible. Whatever their downfall was, it would be because I didn't help them enough. Or, whatever accomplishments they made. If I had helped them in that area I could feel better about myself. At this point, I don't feel as responsible. I am trying to pull myself away from that because I know they also have to be intrinsically motivated. If I am not there, they need to still put forth the effort.

In the beginning I was the cheerleader, so no matter if they did things wrong or different, I was there to say it is okay, you are learning. I was there to offer suggestions or to try to get them to figure out how they can make things better. We worked on lessons or classroom management or communicating with parents or students or other staff members. But now, I don't do it to the extent I did before. Before, if they wanted resources, bam, I am out the door looking for them. Now I say, "Well where do you think you can find that. I am not going to be with you all the time, you need to become more independent, not to rely on me all the time." It is good that we are there to help but I had to learn how to pull myself out. I can't do it all for them.

Theresa's reflection suggests that in order for new teachers to succeed, they must begin taking control of their learning. Her emphasis on helping the new teacher survive seems to lessen as the teacher moves through the year and she believes her emphasis on helping them become more independent learners may contribute to their success.

Wesley offers the following reflection on his feeling of responsibility for new teachers:

> I feel responsible for their success in the classroom. I feel responsible for their ability to know what it takes to manage a class. I feel responsible for sharing with them strategies, helping them see what they are doing that is contributing to the problems that they face. I feel a responsibility for training them in technology, which I have really gotten involved with this year. I feel a responsibility to develop their knowledge base for their content area. I guess my responsibility is helping them to discover what their needs are and how they can meet these needs. I guess the rest is up to them. I share responsibility with them. I am not responsible for them, I don't think I can be responsible for anybody. I share the responsibility in helping them improve. I don't think anybody can say Mr. B did not become a good teacher because of his mentor. Mr. B did not become a good teacher because he refused to do the things others are asking of him- the children, mentors, parents, administrators. Some of it is in part trying to develop a collaborative effort among all members of the school. We all share in each other's success and we all share in each other's failures, we all have a responsibility to each other. We all have that share of responsibility.

Wesley's reflections indicate the importance of shared responsibilities for new teacher success and survival. Underlying his thoughts is his on-going commitment to creating a collaborative culture within the school targeted at impacting new teacher survival and success. As a result, the question emerges "Does survival really precede success or are they intimately connected?

Assertion Three: The moral and intellectual features of mentoring are fused as mentors determine both the means and ends of mentoring. These means and ends are not independent but are intimately tied to each other.

This assertion brings us back in some ways to the first assertion which identified the interconnections between the political, relational, and curricular decisions made when one mentors new teachers. These three dimensions are the elements that fuse the moral and intellectual components inherent in mentoring and influence both the means by which they mentor and the ends to which AMP mentors work. Because both the means and the ends share these dimensions, the means and the ends ultimately influence each other. I use the following seemingly unsuccessful encounter with a new teacher drawn from the program ethnographer's notes as a tool for sharing these highly interconnected ideas.

> Ms. Karen and I arrived at his classroom to find an administrator doing a demonstration lesson for this new teacher. The new teacher then tried to use the same lesson the next period with Ms. Karen's and my help.
>
> After class was over three girls came back in to visit- Cathy, Trina, and Marissa. The three came into the room after class asking for a reward for working hard. [The teacher] told them, "Asking for a reward just for doing your work? Doing your work is your job … I don't know about that." Marissa really got on him about this, saying, "You can't say anything … you're not even teaching us! You don't even do your own job!" Ms. Karen told her that this was disrespectful. Cathy said something about how the three of us thought we were so smart. When Karen asked what she meant by that, Trina complained that they were being treated like little kids. She said, "How come we're coloring? This is math class … when we get to high school we're going to need to know math, not how to color!" One of the girls asked why we were there anyway. Ms. Karen asked if they didn't think she liked to be there with them. They all said "No … I wouldn't want to be here being disrespected

by all these kids." Their critique seemed to all be of other kids, not of their own behavior. Ms. Karen suggested that Cathy was asking these questions because she wanted to be a teacher. Marissa said, "I wouldn't … you don't make enough money!" Cathy then said, " I wouldn't want to try and teach all these black idiots." Ms. Karen said, "Wait a minute, we need to talk about this," but about that time the assistant principal was coming through the hall outside telling kids to leave the building…

This incident made several things clear. First, despite Ms. Karen's intentions, the students in the class had begun to see her as the teacher. She had usurped the teacher's authority in some way. The students accused their teacher of not doing his job, of not teaching them the skills they needed to know for high school. Second, the students seemed to be accusing the whole system of failing them, of leaving them unprepared for their own futures. Finally, the students, all African American, had either internalized negative stereotypes of African Americans or had engaged in a veiled critique of the educational system for keeping them, in their words, "black idiots."

The intervention in this teacher's classroom went on for another several weeks, with Ms. Karen continuing to try and further involve him in making decisions about teaching. Unfortunately, he never began to do so. Ms. Karen began to stop by his room less and less frequently, explaining that she wanted him to take some kind of initiative by coming and finding her and engaging in a discussion about his practice. Eventually he did drop by, but Ms. Karen was never able to involve him in reflection on his own practice. Ms. Karen considered the whole interaction a failure, both because of the non-renewal and because she felt she had not handled the intervention well. She believed she had become so caught up in the excitement of teaching that she had undermined the teacher. I am not so sure. I think that this teacher's authority had been undermined long before Ms. Karen entered the room,

> both by his own inability to work with the children in the classroom and by semi-public interactions with administrators that made it clear he was not "cutting it."
>
> Ms. Karen's interactions with him, though, did have several important effects... First of all, they sent a message that help was available for teachers who needed it, that no one would be given up on without a fight. Second, in these interactions Ms. Karen was able to model techniques of instruction and classroom management that clearly worked. Third, Ms. Karen created an atmosphere in which students felt safe enough to raise some enormously important issues, issues of race and class that are normally silenced in public schools.[1]

The context and this particular group of students has indeed influenced Ms. Karen's intellectual and moral decisions about mentoring as well as the subsequent mentoring she provides. But, how were the intellectual and the moral of Ms. Karen's mentoring fused in this seemingly unsuccessful story? Ms. Karen tried to assist her mentee in learning the intellectual acts of teaching- how to reason about teaching issues- by engaging her mentee in discussion about how to handle interactions with individual children, what adaptations to make, what to teach, how to teach, etc. She did this by intellectually selecting a variety of means- conversation, modeling, co-teaching, listening, etc. that she believed would lead to this teacher developing his own professional practice. More specifically, her choice for selecting this approach was based on morally rooted political, curricular, and relational decisions. She believes that teachers should be treated in just ways, and that new teachers must develop a reflective professional practice if they are to succeed in this context. The moral and the intellectual are fused as she develops her mentoring stance.

Once we accept that the moral and intellectual are fused, we are ready to explore how the moral and intellectual interact in both the means and the ends of mentoring. In this case, the means become the "how one works with a mentee" and the ends become "what one works toward." In Ms.

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[1] See Fine, Michelle. 1991. *Framing Dropouts: Notes on the Politics of an Urban High School*. Albany, NY: State University of New York Press.

Karen's case, she did not assume responsibility for this new teacher's success and survival, rather she invited him into a professional relationship (the means) targeted at him taking control of his own teaching practice (ends). Although the ends appear at first to have been unsuccessful since he left his position, he did ultimately control his own teaching practice. In this case, he chose to leave the profession. The key here is that the means influenced the ends and allowed this teacher to realize he was not going to survive or be successful if he was unwilling to become a reflective practitioner. Similarly, the ends also influence the means as Ms. Karen mentors. Because she knows what it will take for a teacher to survive in this context, Ms. Karen chooses the reflective practitioner over the technician as the ends of her mentoring. This explicit choice dictates the means (reflective practice) by which she mentors. Thus, a strong tie exists between the means and the ends of mentoring which ultimately influence each other.

Figure One suggests how the means and ends of mentoring not only connect but influence each other. Additionally, the model identifies how moral considerations embedded in the curricular, relational, and political aspects of mentoring influence both the means and the ends. The interaction of all of these considerations within and between the means and ends define mentoring as a moral enterprise which due to its complexity is better viewed as an art than a science.

One wonders, was this story really so unsuccessful? Although Ms. Karen believed that she was unsuccessful in keeping this new teacher, she was successful in providing him space to think about his teaching that eventually allowed him to see that the classroom may not be the best place for him to work. She did this in a way that did not give up on him but rather provided him the space to control his own destiny by determining his own interest in teaching. In this case, both the intellectual and moral as well as the means and ends organically influence each other.

Discussion

This study indicates that mentors make political, curricular, and relational choices that ultimately define the moral basis of their mentoring as they work to enhance the experience of new teachers in challenging urban contexts. Because these choices and actions necessarily impact other people, mentoring, like teaching, becomes inherently moral. In this case, the political dimension of mentoring connects to the moral as AMP mentors make a particular commitment to social justice at the student, teacher, or school level. The relational dimension of mentoring connects to the moral as mentors demonstrate care for the survival and success of their mentees and the idea of accomplishing these goals through respectful means. The curricular dimension of mentoring connects to the moral as mentors tie together the means and goals or ends of their mentoring. These three dimensions of mentoring do not function in isolation but are interconnected. As mentors make decisions in each of these three areas, they simultaneously contemplate the moral and intellectual as well as the means and ends of a mentoring stance they believe will result in new teacher survival and success.

This study raises more questions than answers for those mandated to create new teacher mentoring programs across the country. Some of these questions include: What role should these three dimensions play in the development and training of mentors? How can a "program" be mandated if these dimensions grow out of an individual teacher's commitment? What characteristics are essential for mentors to possess? What relational, curricular, and political positions lead to effective mentoring? To what degree are these political positions contextually influenced? Does a mentoring program need a political commitment? Because of the political nature of mentoring, would we be better served spending our money on creating collaborative school cultures rather than individual mentor programs for new teachers? Can a program like AMP gain enough momentum within a school to really act as a catalyst for whole school reform? What is the role of a school principal?

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This study suggests that mentoring is contextual even varying across schools within the same school system. Additionally, mentoring is individual and borne out of the way a mentor makes sense of the relational, political, and curricular underpinnings needed in a particular context to help new teachers survive and flourish in their work. These decisions are inherently both intellectual and moral. The AMP offers insight into each of these dimensions at the program level and these mentor stories reflect the way mentors individually deal with the three dimensions within the AMP program. The fact that the dimensions explored in this paper exist at both the program and individual level highlights the importance of program participants possessing a shared vision for their work. This vision appears to grow out of the political dimension and raises questions about the importance of programmatic political commitment as mentor programs are mandated and technical structures for mentoring are created across the country. Each of these mentors mentored out of a political commitment often expressed as passion for change and this political commitment connects to the mission of AMP. If you can mandate what matters, then we have a solution. AMP comes close because these mentors created the program and are each committed to an agenda. But these mentors work alone in schools where faculty and leadership are not committed to the same goals and acting as a catalyst for change like swimming alone upstream.

If you can't mandate what matters, what can we learn from these AMP mentors? What is the alternative to building new teacher capacity and how do you move a mentoring program beyond the technical to attend to these relational, curricular, and political moral dimensions? I imagine the answer lies somewhere outside of a mentoring mandate or program and somewhere within the idea of creating collaborative school cultures where all participants mentor each other, making a commitment to teacher centered professional development, and developing a school-wide shared commitment to acting against any type of injustice.

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Figure One

Means
Political
Curricular
Relational
Ends
Political
Curricular
Relational

Appendix A

Core Beliefs of AMP Mentors
Teaching, and by extension mentoring, is a moral practice. It involves making moral decisions about how best to assist in the development of the student or the teacher. These decisions must be based on an accessible belief system. The decisions are rarely clear, but rather require choices to be made in a situation of uncertainty. It is for this reason that teaching and mentoring are professional activities. The recent mentor training included an afternoon session devoted to the exploration of this idea.
Teachers learn to teach from the whole culture of the schools they teach in. If the culture is characterized by mistrust and fear, the new teacher will learn what Martin Haberman calls "The Pedagogy of Poverty" from this culture, and will in turn replicate it.[2] If, on the other hand, the school is characterized by a culture of collaboration, new teachers will have the resources to better their practice and improve the quality of instruction, leading to increased achievement by students.
A culture of collaboration is necessary not only for the development of new teachers, but for the retention of the most promising teachers with several years of experience. These teachers leave not because of issues of money or even lack of materials, but because they lose hope when they feel that they are not treated as professionals, that their opinions are not valued, that they are not trusted, or that there are no further challenges.

[2] See Haberman, Martin. "The Pedagogy of Poverty Versus Good Teaching." *Phi Delta Kappan*, v. 73, Dec. 1991, pp. 290-4.

Mentoring cannot be forced, but must be based in a trusting relationship created by two willing participants. Mentoring does not work when the mentor is directed to help a particular mentee, but only when the mentee welcomes and even seeks out the help of the mentor. Trust is essential, and must be backed up by keeping confidential all communication between the mentor and the mentee. For this reason the mentor cannot be involved in the evaluation of the mentee or report directly to the mentee's principal.
Mentoring is best done by modeling effective practice and by encouraging reflection upon one's own strengths and weaknesses rather than by demonstrating lessons or criticizing teaching. Demonstration lessons, in the words of one mentor, "Make the teacher look bad if they work and make me look bad if they don't." Co-teaching, on the other hand, allows for new teachers to learn from the mentor's experience in a non-threatening manner.
Mentoring services work best when they are integrated into the hiring and placement of new teachers in a cluster of schools. The mentors can then encourage a culture of collaboration throughout the whole cluster, so that students experience continuity in their educational experience and teachers have access to those who taught a given student in earlier grades.

Appendix B

AMP Program Goals	
To integrate new educators into the social system of the school, the district and the community.	
To build on previous preparation, knowledge, skills and experience in order to increase instructional competence.	
To provide instructional and interpersonal support that encourages new educators to analyze and reflect upon their teaching, and to build a foundation for the continued study of teaching.	
To provide professional development and support for teacher mentors.	
To provide mentoring contexts that build capacity at the school to sustain change in teaching practice. Stabilization of the faculty is the first step in this process.	
To provide mentoring that encourages school faculties to:	• Have a collaborative culture among the teachers and administrators such that the veteran staff take responsibility for inducting new teachers at the site. • Consistently use data to design instruction according to student interest. • Use relevant data to modify instruction to meet student skill levels. • Build a community in which students feel they belong. • Valid school-wide goals congruent with standards of best urban practice. • Organize professional development on a school-wide basis to further school-wide goals. • Develop leadership capacity among teachers, parents, and students • Enhancerelationships between the school, teachers and the community.

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Appendix C

ARC Mentoring Program Shared Practices
Model effective classroom practices that address the identified needs of mentees. New teachers are encouraged to ask the mentor to observe, co-teach or demonstrate for a specific purpose. Visits to the classroom can include demonstrations, observations to answer a specific question, needs assessment and co-teaching (for instance, paying particular attention to a group of students for the purpose of identifying useful information about how these students learn). Visits to classrooms for the purposes of informal observation will occur by mutual arrangement.
Model effective relationships with administrators, teachers, parents and students. This may include developing meaningful relationships with students including, in particular, the ones who are most likely to wander the halls or be sent to the office. It is the responsibility of the mentor to become an active part of the community of the school and to keep open lines of communication with building administrators and other significant personnel.
Act as a catalyst for changing the school culture to encourage collaboration among adults. The strongest form of collaboration is *joint work.*[1] This may include such actions as encouraging action research projects by new teachers that include data collection and school-wide reforms; actively modeling and advocating for non-invasive assistance to new teachers by other school staff and school system personnel; setting up peer coaching for new teachers; networking relationships between new and veteran teachers; creating a space within the school where teachers can plan jointly with access to computers and materials.
Act as a catalyst for improving the relationship between the community and the school. This may include such activities as organizing teachers to go on a neighborhood visit with a set of questions (before the start of school); surveying parents; accompanying teachers on home visits where appropriate; arranging for speakers from the community; arranging for teachers to meet with community groups.
Provide written feedback to the mentees. All written correspondence that results from classroom visits and interactions with the mentees will be given only to the mentee (e.g.

[1] Fullan and Hargreaves, "What's Worth Fighting For in Your School?" (1991) Teachers College Press, New York, p. 47

through a dialogue journal or as an answer to a teacher's request for feedback). The notes should not be copied to anyone in an evaluative capacity. They are for the use of the new teacher as a tool for reflective practice.

Meet regularly with mentees to provide on-going support and verbal feedback on classroom performance and mentee concerns. Mentors will assist mentees in the development of their performance portfolio and in preparing for formal observations by administrators.

Provide crisis intervention. While on a routine basis mentors would not be expected to interfere directly with either a parent or a student on behalf of the new teacher, there may be situations where a crisis may be averted by such interference. The mentor should then always pass the responsibility back to the teacher in a professional manner.

Develop a portfolio that will include time logs, monthly progress summaries, an in-progress sociogram of the school and community, and relevant materials that reflect each mentee's growth. After an initial data-gathering period and with the help of a supervisor, the mentors will establish goals for their year's work.

Perform limited school-level administrative duties at the discretion of the program. A mentor's responsibility should not include school-level administrative duties assigned by the building administrator.

Assist mentees informally in preparing for their formal evaluation. A mentor may not participate in any part of the formal evaluation of a mentee, but should assist mentees in the development of their performance portfolio and in preparing for formal observations by administrators.

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Appendix D

General Conditions of the AMP	
Time for Mentoring	Data from the National Center for Education Statistics dramatically demonstrate that the efficacy of mentoring is linked to the amount of time that a mentor and protégé work together. Only 36 percent of protégés who work with mentors "a few times a year" report substantial improvements to their instructional skills. That figure jumps to an impressive 88 percent for those who work with mentors at least once a week."[4] Program evaluation should include a study of the degree of intensity in the mentoring services. Relevant information would include: the ratio of mentor to mentees, total time per week mentors are paid to work with new teachers and an analysis of the proportion of time spent in the various mentoring activities. Since it is also a goal to limit the mentors' paperwork to the more essential written communication between mentor and mentee and to experiment with productive record keeping that encourages reflection and the communication of useful information from one mentor to another, the analysis of how time is spent will need to be extrapolated from the mentors' portfolio, mentors' advance schedules and new teacher surveys. It is not a desired program design feature to require hour-by-hour recording of activities by mentors. The bottom line for any ACPSS mentoring program should be that mentors are allotted and spend sufficient time with their mentees to ensure access to the details of the new teachers' professional practice. The program evaluation process will establish a minimum number of mentoring hours per mentee per year to qualify as mentoring.
Confidentiality	Mentoring programs meet the design criteria for confidentiality when there is a clear policy whereby mentors keep confidential all proceedings between mentors and their mentees. It should be clear in the program design that mentors do not participate in any part of a disciplinary action or performance improvement plan except at the request of and in support of the new teacher.
The Nature of Teaching Assignments	A mature mentoring program would include in its design a plan for how to encourage school faculties to engage in discussions about how best to induct new teaching colleagues to the site. "Mentoring programs operate within, and are broadly influenced by, the climate, habits, and pervasive attitudes that characterize a

[4] Ibid. p.4

	school. Even the best mentoring programs can be made better if teachers, teacher association leaders, and school administrators agree to change traditions that assign the most experienced teacher to advanced placement calculus, while the newest faculty member struggles to teach remedial algebra to students with learning difficulties."[5] As a long-term goal, ACPSS mentoring programs may be in a position to influence the climate among teachers in the schools to the point where veteran teachers feel invested in new teachers and how their teaching assignments are designed. This will naturally require a commitment on the part of the principal to stabilizing the school faculty.
Leadership Opportunities for Mentors	One of the more significant incentives for a classroom teacher to become a mentor--whether full-time or as a peer mentor—is the opportunity to become engaged in leadership challenges such as helping to design the mentoring program or engaging in action research about the mentoring relationship and school change. ACPSS mentoring programs will be assessed as to whether their mentors are encouraged to and given the opportunity to participate in research and design activities.
Initial Mentor Training	*"In my first year of mentoring, I felt like a new teacher. The information was given to us quickly, and I felt lost. You are fumbling around trying to look like a mentor, but what you really need is someone to mentor the mentor."*[6] Initial mentor training is necessary but not sufficient. Each ACPSS mentoring program will take part in an initial training for all mentors. The training will include: facilitating reflective practice; establishing collaborative relationships premised on trust, collegiality, and confidentiality; developing classroom observation skills; creating long-term professional development plans for new teachers; and understanding the academic, professional, and social needs of new teachers.
On-going Mentor Training	Ideally, ACPSS mentoring programs should allow mentors regular access to their peers who are doing similar work in other schools. This is best achieved where mentors have access to an office or meeting place that includes resource materials. The best training for mentors on an on-going basis is guided discussion around mentoring strategies and concerns. Mentors need time away from their school in order to reflect upon and hone their ideas. Mentors can also benefit from having multiple means of communication with each other and with their mentees, including e-mail and web page sharing. Additionally, mentors can benefit greatly from visits to other LEA's as part of the process of

[5] Ibid. p.4
[6] Ibid. p.9

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	refining their own programs.
Protection from Administrative Duties	Each mentoring program design should include specific protection for the mentors from having to perform administrative duties. This is important for two reasons: 1) the mentor should not be perceived by the new teachers as being in an administrative role, and 2) mentoring involves clear duties and responsibilities and deserves the full attention of the mentor.
Selection Criteria and Process	ACPSS has identified a set of qualities that characterize good mentors.[7] ACPSS will need to design a consistent approach to ensuring that only quality mentors are hired. Program evaluation will include a review of the mentor selection process.
New Teacher Needs Recognized as Occurring Along a Continuum	The design of the ACPSS mentoring programs should be measured according to their ability to meet the needs of new teachers who are at very different stages of professional development. Not only do some new teachers develop at a very different rate towards a fully reflective professional practice, but programs may also be serving teachers who are in their second or third year of teaching. A mentor's usefulness should extend beyond assistance with classroom management and time management.
Mentoring seen as a Contextual Enterprise	Program design will also be evaluated from the point of view of how well the mentors are able to anticipate the specific context of mentoring faced by their mentees.

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[7] Ibid. p.7-8